Closed: 11/8/04

Wagner Community School District Improvement/Progress Report Form

Principle 1: General Supervision

Present levels: (Statement of present levels of performance that resulted in area of non-compliance)

The Wagner Community School District had two students whose evaluation documentation did not support eligibility for the two categories for their placement.

Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families. The district will ensure that all students counted on the state child count have all supporting evaluation results and information from all sources.

Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. (Multiple goals may be identified for each principle. Please complete a new sheet for each goal.) The district will complete all evaluations requested and request information from all sources in order to provide the documentation supporting a child's disabling condition.

Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	Timeline for Completion	Person(s) Responsible	6 month progress Record date objective is met	12 month progress Record date objective is met
What will the district do to improve? The district will have the child count checked by more than one staff member to verify the contents of the student's file for the documentation to support the placement. What data will be given to OSE to verify this objective? SIMS report will result in checking child count to ensure that all students have documentation to support the placement.	On-going	SPED Coordinator & Case Managers	Not met	Met 11/8/04

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Please explain the data (6 month)

Improvement Strategies

- 1. By October 7, 2003, the two students in question will have been evaluated, all pertinent information gathered, placement committee meetings convened and the determination of eligibility for special education services will be made. Has this been done? Yes, this has been completed. Was eligibility determined? Student one was dismissed because she no longer met the criteria to be eligible and student two was determined to be eligible for OHI after all the medical records were received from five different hospitals. Were they placed? Student one returned to the general education classroom with a Section 504 Plan and student two was placed in the Resource Room setting.
- 2. By November 2002, all staff will be in-serviced by the special education coordinator on general supervision concerning validation results. Who did the inservice? Patricia White Horse met with special education staff, Julie Doom, Laura Soukup, Jody Kocer, Linda Pfeifer and Cheryl Juracek, on Friday, October 25, 2002 for an in-service on general supervision. How many staff attended? Five staff attended, one did not because she had an authority to act from August 2002 to December 2002 and the school was hiring a certified special education teacher as of January 2, 2003.
- 3. Beginning August 2002 and ongoing, personnel will review the files to monitor the evaluation results and supporting data for eligibility. Who is reviewing files? The six certified special education teachers, the speech clinician, OT, PT and the special education preschool teachers are all reviewing the files of the students who they provide services to at Wagner School. How many did they review? They have to date reviewed 124 files since the last Child Count on December 2, 2002. Patricia White Horse will have the teachers complete this statement and have it faxed to you by October 25, 2004.

Please explain the data (12 month)

The teachers have all been involved in the placement committee meetings with the parent(s) to review all the evaluation results and determine whether the student was eligible for special education services and/or related services. They have all used the Eligibility Guide revised July 2001 for the determination information. *See documentation of spot checks attached

2. What will the district do to improve? By May 2003, 100% of the children identified will have relevant information to support the category for which they have been identified.			Not met	Met 11/8/04
What data will be given to OSE to verify this objective? The district will report the # of files spot-checked and % that had the supporting evaluation results and information from other sources.	Per Semester	SPED Coordinator & Case Managers		

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Please explain the data (6 month)

Improvement Strategies

- 1. By August 20, 2002, all staff will be in-serviced by the special education coordinator on completing prior notices. Who did the inservice, who attended? Patricia White Horse met with special education staff, Julie Doom, Laura Soukup, Jody Kocer, Linda Pfeifer and Cheryl Juracek, on Friday, August 16, 2002 for an in-service on completing prior notices and five staff attended; one did not because she had an authority to act from August 2002 to December 2002 and the school was hiring a certified special education teacher as of January 2, 2003. What day was the training? Friday, August 16, 2002
- 2. By August 20, 2002, all staff will be in-serviced by the special education coordinator in appropriate evaluations and the time limits for three-year reevaluations and 25-day evaluation period in conjunction with functional assessments. Same as above Patricia White Horse met with special education staff on Friday, August 16, 2002 for an in-service concerning appropriate evaluations and the time limits for three-year reevaluations and 25-day evaluation period in conjunction with functional assessments. Five staff attended; one did not because she had an authority to act from August 2002 to December 2002 and the school was hiring a certified special education teacher as of January 2, 2003.
- 3. By May 2003 and ongoing, all special education teachers will have sent prior notices for annual reviews of IEPs, an addendum if needed, to discuss extended school year services, and reevaluations if applicable. How many prior notices were sent out that met these requirements? 117 prior notices were sent from August 2002 until May 12, 2003 from the six special education teachers, the speech clinician, OT, PT and the preschool teachers. One of the 117 prior notices was not in compliance for 99% that had the supporting evaluation results and information from other sources. The preschool teachers had two students who moved from the district and ten new students were added.

Please explain the data (12 month)

All the special education staff is being careful to check the time limits for initial evaluations and three-year reevaluations for all students. They are checking their phone calls for the correct information regarding placement committee members, date, time, place, reason for meeting and other factors to be discussed or considered with the parent/caretakers' input. *See documentation of spot checks attached

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Wagner Community School District Improvement/Progress Report Form

Principle 3: Appropriate Evaluation

Present levels: (Statement of present levels of performance that resulted in area of non-compliance)

The three-year reevaluations have not been conducted within the time period and the 25-day evaluation period has been exceeded.

Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

All three-year reevaluations and the 25-day evaluations will be conducted and completed by adhering to the time limits.

All three-year reevaluations and the 25-day evaluations will be conducted and completed by adhering to the time limits as set forth in the comprehensive plan.

Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. (Multiple goals may be identified for each principle. Please complete a new sheet for each goal.) All students will be evaluated within the three-year reevaluation time period and 25-day evaluation period.

Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	Timeline for Completion	Person(s) Responsible	6 month progress Record date objective is met	12 month progress Record date objective is met
1. What will the district do to improve? The student files will reflect the parent permission for evaluation/reevaluation forms dated when received and the multidisciplinary report confirming the dates are within the guidelines. What data will be given to OSE to verify this objective? SPED Coordinator will check the tracking list and will keep a checklist of students' upcoming reevaluations and any new evaluation requests received from the TAT, parent or teachers.	On-going	SPED Coordinator & Case Managers	Not met	Met 11/8/04

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Please explain the data (6 month)

Improvement Strategies

- 4. By August 20, 2002, all staff will be in-serviced by the special education coordinator on functional assessments. Who attended? Patricia White Horse met with special education staff, Julie Doom, Laura Soukup, Jody Kocer, Linda Pfeifer and Cheryl Juracek, on Friday, August 16, 2002 for in-service concerning functional assessments. Five staff attended; one did not because she an authority to act from August 2002 to December 2002 and the school was hiring a certified special education teacher as of January 2, 2003.
- 1. What day was the inservice? Friday, August 16, 2002
- 2. By August 30, 2002, the special education teachers will have contacted the general education teachers about their role in providing functional assessment information about students on IEPs. Was this done? Yes it was done. How can you prove it? The Functional Assessments conducted since August 2002 state whether the general education was contacted for DRA scores, class participation, assignment completion, study skills observed and test taking skills.
- 3. By May 2003 and ongoing, all student files in which three year reevaluations or initial evaluations will contain the Functional Assessment Summary. Patricia White Horse checked 70 files and the ones completed since August 2002 did contain the Functional Assessment survey. 65 of the 70 files were correct and the five not completed correctly I met with those teachers to review the procedure and improvement has been noted as of this school year.

Please explain the data (12 month)

The special education teachers are conscientious about contacting the general education teachers to get as much information as possible about a student for an initial evaluation or a reevaluation. They have checked their files to be certain the Functional Assessments are in the students' files. The K-12 Special Education Information, 2004-2005, is being emailed. Tracking list attached.

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2. What will the district do to improve? By October 7, 2002 the two students mentioned in Principle 1 will be the first students whose files will reflect the changes with the time limits.	Completed	SPED staff	Not met	Met 11/8/04
What data will be given to OSE to verify this objective? The December 2002 Child Count Report does not have the children on it. Both were retested, information from other sources received and the placement committees met. One student returned to the general education classroom and the other moved from our district on 09/30/02.				

Please explain the data (6 month)

Improvement Strategies

- 3. By August 20, 2002, all staff will be in-serviced by the special education coordinator on functional assessments. Patricia White Horse met with special education staff, Julie Doom, Laura Soukup, Jody Kocer, Linda Pfeifer and Cheryl Juracek, on Friday, August 16, 2002 for in-service concerning Functional Assessments. Five staff attended; one did not because she had an authority to act from August 2002 to December 2002 and the school was hiring a certified special education teacher as of January 2, 2003. The in-service was Friday, August 16, 2002.
- 4. By August 30, 2002, the special education teachers will have contacted the general education teachers about their role in providing functional assessment information about students on IEPs. The Functional Assessments conducted since August 2002 state whether the general education was contacted for DRA scores, class participation, assignment completion, study skills observed and test taking skills.
- 5. By May 2003 and ongoing, all student files in which three year reevaluations or initial evaluations will contain the Functional Assessment Summary. Patricia White Horse checked 70 files and the ones completed since August 2002 did contain the Functional Assessment survey. 65 of the 70 were correct and on the five not completed correctly Patricia White Horse met with those teachers to review the procedure and improvement has been noted as of this school year.

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Please explain the data (12 month)

The special education staff completes the Functional Assessments diligently when preparing for an initial evaluation or a reevaluation conducted on a student. Tracking list attached.

3. What will the district do to improve? The SPED Coordinator/staff will track the reevaluation/evaluation timelines.	Per	SPED Coordinator	Ongoing, send in results of	Met 11/8/04
What data will be given to OSE to verify this objective? The Excel document used to track the reevaluation/evaluation timelines will be submitted on a semester basis.	Semester	& Case Managers	re/evaluatio ns if they were done on time.	

Please explain the data (6 month)

Improvement Strategies

- 4. By August 20, 2002, all staff will be in-serviced by the special education coordinator on functional assessments. Patricia White Horse met with special education staff on Friday, August 16, 2002 for in-service concerning Functional Assessments. Five staff attended; one did not because she had an authority to act from August 2002 to December 2002 and the school was hiring a certified special education teacher as of January 2, 2003. The in-service was Friday, August 16, 2002.
- 5. By August 30, 2002, the special education teachers will have contacted the general education teachers about their role in providing functional assessment information about students on IEPs. The Functional Assessments conducted since August 2002 state whether the general education was contacted for DRA scores, class participation, assignment completion, study skills observed and test taking skills.
- 6. By May 2003 and ongoing, all student files in which three year reevaluations or initial evaluations will contain the Functional Assessment Summary. Patricia White Horse checked 70 files and the ones completed since August 2002 did contain the Functional Assessment survey. 65 of the 70 were correct and on the five not completed correctly Patricia White Horse met with those teachers to review the procedure and improvement has been noted as of this school year.

Please explain the data (12 month)

The Functional Assessment for the student who had their three-year reevaluation completed in the time allotted are documented by the cover pages of the IEP and the Functional Assessment. Excel tracking document attached.

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Present levels: (Statement of present levels of performance that resulted in area of non-compliance)

The three-year reevaluations have not been conducted within the time period and the 25-day evaluation period has been exceeded.

Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

All three-year reevaluations and the 25-day evaluations will be conducted and completed by adhering to the time limits as set forth in the comprehensive plan.

Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. (Multiple goals may be identified for each principle. Please complete a new sheet for each goal.) All special education teachers will take the responsibility to fill out and send prior notices for the students whose IEPs they monitor.

Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	Timeline for Completion	Person(s) Responsible	6 month progress Record date objective is met	12 month progress Record date objective is met
1. What will the district do to improve? By August 20, 2002, the special education teachers will be writing and sending the prior notices to the parents of the students who have an annual review of their IEP.	On-going	SPED Coordinator & Case	Ongoing	Met 11/8/04
What data will be given to OSE to verify this objective? SPED Coordinator will check the tracking list and will keep a checklist of students' upcoming annual IEP reviews.		Managers		

Please explain the data (6 month)

Improvement Strategies

7. By August 20, 2002, all staff will be in-serviced by the special education coordinator on functional assessments.

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- 8. By August 30, 2002, the special education teachers will have contacted the general education teachers about their role in providing functional assessment information about students on IEPs.
- 9. By May 2003 and ongoing, all student files in which three year reevaluations or initial evaluations will contain the Functional Assessment Summary.

Please explain the data (12 month)

The special education staff is continuing to check their student files for all relevant information required to be in those files. This is an ongoing balance and check procedure they are adhering to on a monthly basis. The K-12 Special Education Information, 2004-2005, is being submitted by email.

2. What will the district do to improve? By May 2003, 100% of
the student files will reflect that the time limits have been
adhered to on all reevaluations and initial evaluations.
What data will be given to OSE to verify this objective? The
December 2002 Child Count Report does not have the
children on it. Both were retested, information from other
sources received and the placement committees met. One
student returned to the general education classroom and the
other moved from our district on 09/30/02.

	On-going	SPED staff	Not met	Met 11/8/04	
9					

Please explain the data (6 month)

Improvement Strategies

- 5. By August 20, 2002, all staff will be in-serviced by the special education coordinator on functional assessments. Who? Patricia White Horse, Special Education Coordinator, met with special education staff, Julie Doom, Laura Soukup, Jody Kocer, Linda Pfeifer and Cheryl Juracek, on Friday, August 16, 2002 for in-service concerning Functional Assessments. Five staff attended; one did not because she an authority to act from August 2002 to December 2002 and the school was hiring a certified special education teacher as of January 2, 2003. The in-service was Friday, August 16, 2002.
- 6. By August 30, 2002, the special education teachers will have contacted the general education teachers about their role in providing functional assessment information about students on IEPs. Who? Patricia White Horse met with special education staff on Friday, August 16, 2002 for in-service concerning functional assessments. Five staff attended; one did not because she an authority to act from August 2002 to December 2002 and the school was hiring a certified special education teacher as of January 2, 2003. The in-service was Friday, August 16, 2002.

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7. By May 2003 and ongoing, all student files in which three year reevaluations or initial evaluations will contain the Functional Assessment Summary. Who? Patricia White Horse, Special Education Coordinator, met with special education staff on Friday, August 16, 2002 for in-service concerning functional assessments. Five staff attended; one did not because she an authority to act from August 2002 to December 2002 and the school was hiring a certified special education teacher as of January 2, 2003. The in-service was Friday, August 16, 2002.

Please explain the data (12 month)

The Functional Assessment for the student who had their three-year reevaluation completed in the time allotted are documented by the cover pages of the IEP and the Functional Assessment copies being sent through the US Postal Service.

3. What will the district do to improve? The SPED Coordinator/staff will track the reevaluation/evaluation timelines. What data will be given to OSE to verify this objective? The Exce document used to track the reevaluation/evaluation timelines will be submitted on a semester basis.		SPED Coordinator & Case Managers	Not met	Met 11/8/04
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Please explain the data (6 month)

The 6-12 SPED Tracking Table documents the name, DOB, Initial Evaluation, Reevaluation, Annual Review, Transition at age 14 and 16 and graduation.

Please explain the data (12 month)

The Functional Assessment for the student who had their three-year reevaluation completed in the time allotted are documented by the cover pages of the IEP and the Functional Assessment. Excel tracking document attached.

Principle: Appropriate Evaluation

Present levels: (Statement of present levels of performance that resulted in area of non-compliance) Validation Results

Closed: 11/8/04

ARSD 24:05:25:04:02. Determination of needed evaluation data. Additional information regarding functional assessment is found in the areas of out of compliance.

Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families. Functional assessment information will be summarized and included as part of the multidisciplinary report when presented to the parent(s)/guardian(s).

Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. (Multiple goals may be identified for each principle. Please complete a new sheet for each goal.) A Functional Assessment Summary will be included with the Multidisciplinary Team Report when the placement committee meets to discuss test results and determine eligibility.

Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	Timeline for Completion	Person(s) Responsible	6 month progress Record date objective is met	12 month progress Record date objective is met
What will the district do to improve? The Functional Assessment Summary will reflect information from the general education and special education teachers. What data will be given to OSE to verify this objective? SPED Coordinator will check with the SPED teachers to be sure the Functional Assessments are being conducted and a report written.	On-going	SPED Coordinator & Case Managers	Öngoing	Met 11/8/04

Please explain the data (6 month)

Improvement Strategies

- 10. By August 20, 2002, all staff will be in-serviced by the special education coordinator on functional assessments.
- 11. By August 30, 2002, the special education teachers will have contacted the general education teachers about their role in providing functional assessment information about students on IEPs.
- 12. By May 2003 and ongoing, all student files in which three year reevaluations or initial evaluations will contain the Functional Assessment Summary.

Please explain the data (12 month)

This is an ongoing procedure with the special education staff and they are diligent about checking the Functional

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Assessments for each student with an IEP file, or one for an initial evaluation. The SPED Coordinator spot-checked the files and is reporting 65 of 70 of files checked and 92% accuracy was noted. We are striving for 100% accuracy.

2. What will the district do to improve? By October 7, 2002, the Functional Assessment Summary will be implemented in all eligible student files.			Not Met, send in verification	Met 11/8/04
What data will be given to OSE to verify this objective? SPED Coordinator will check the student files to check that the Functional Assessments are being conducted and a report written.	On-going	SPED staff	that files were checked.	

Please explain the data (6 month)

Improvement Strategies

- 13. By August 20, 2002, all staff will be in-serviced by the special education coordinator on functional assessments.
- 14. By August 30, 2002, the special education teachers will have contacted the general education teachers about their role in providing functional assessment information about students on IEPs.
- 15. By May 2003 and ongoing, all student files in which three year reevaluations or initial evaluations will contain the Functional Assessment Summary.

Please explain the data (12 month)

The Functional Assessment for the student who had their three-year reevaluation completed in the time allotted are documented by the cover pages of the IEP and the Functional Assessment copies being sent by way of the US Postal Service. The SPED Coordinator spot-checked the files and is reporting 65 of 70 of files checked and 92% accuracy was noted. We are striving for 100% accuracy.

3. What will the district do to improve? The special education coordinator/staff will track the Functional Assessments and the results will be included in the educational report given to the parents.	Per Semester	SPED Coordinator & Case	Not Met	Met 11/8/04
What data will be given to OSE to verify this objective? The SPED Coordinator will spot-check the files and report the #		Managers		

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of files checked and % of accuracy.		

Please explain the data (6 month)

Improvement Strategies

- 16. By August 20, 2002, all staff will be in-serviced by the special education coordinator on functional assessments.
- 17. By August 30, 2002, the special education teachers will have contacted the general education teachers about their role in providing functional assessment information about students on IEPs.
- 18. By May 2003 and ongoing, all student files in which three year reevaluations or initial evaluations will contain the Functional Assessment Summary.

Please explain the data (12 month)

The Functional Assessment for the student who had their three-year reevaluation completed in the time allotted are documented by the cover pages of the IEP and the Functional Assessment copies being sent. The SPED Coordinator spotchecked the files and is reporting 65 of 70 of files checked and 92% accuracy was noted. We are striving for 100% accuracy.

Principle 3: Appropriate Evaluation

Present levels: (Statement of present levels of performance that resulted in area of non-compliance) Evaluation Procedures
Evaluation procedures must ensure that a child is assessed in all areas related to the suspected disability. In 3 student files reviewed, the students identified as students with a developmental delay. These students are entering kindergarten and turning 6 years of age. The evaluations did not include a psychological, achievement or any types of functional evaluation.

Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

All students identified with a developmental delay will be tracked so their evaluations include a psychological, achievement and a Functional Assessment Summary.

Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. (Multiple goals may be identified for each principle. Please complete a new sheet for each goal.) The teacher will identify the students identified with a developmental delay and the evaluations will be completed within the time limits, all areas of suspected disability will be tested and placement committee meetings held.

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Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	Timeline for Completion	Person(s) Responsible	6 month progress Record date objective is met	12 month progress Record date objective is met
What will the district do to improve? The child count will be checked by more than one staff member to verify the contents of the student's file for the documentation to support the placement. What data will be given to OSE to verify this objective? District	On-going	SPED Coordinator & Case Managers	Not Met	Met 11/8/04
will report # of IEPs spot-checked for needed information and % given for accuracy.		_		

Please explain the data (6 month)

Improvement Strategies

- 1. By September 30, 2002, 100% of children having a developmental delay will be identified and tracked through the school year.
- 2. By October 30, 2002, all staff will be in-serviced by the special education coordinator on appropriate evaluation and procedures.
- 3. By May 2003 and ongoing, 100% of children identified with a developmental delay will be evaluated before they reach age 6 and a comprehensive evaluation will be conducted within the time limits.

Please explain the data (12 month)

The Functional Assessment for the student who had their three-year reevaluation completed in the time allotted are documented by the cover pages of the IEP and the Functional Assessment copies being sent. The SPED Coordinator spotchecked the files and is reporting 65 of 70 of files checked and 92% accuracy was noted. We are striving for 100% accuracy.

2. What will the district do to improve? By May 2003, 100% of the children identified will have all relevant information to support the category for which they have been identified.			Ongoing, send report at 12 month	Met 11/8/04
What data will be given to OSE to verify this objective? The SPED Coordinator and staff will check the files of all students on a current IEP. A report will be sent to the OSE in Pierre.	Per Semester	SPED Coordinator & Case Managers	update.	

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Please explain the data (6 month)

Improvement Strategies

- 19. By August 20, 2002, all staff will be in-serviced by the special education coordinator on functional assessments.
- 20. By August 30, 2002, the special education teachers will have contacted the general education teachers about their role in providing functional assessment information about students on IEPs.
- 21. By May 2003 and ongoing, all student files in which three year reevaluations or initial evaluations will contain the Functional Assessment Summary.

Please explain the data (12 month)

The Functional Assessment for the student who had their three-year reevaluation completed in the time allotted are documented by the cover pages of the IEP and the Functional Assessment copies being sent. The SPED Coordinator spotchecked the files and is reporting 65 of 70 of files checked and 92% accuracy was noted. We are striving for 100% accuracy.

Wagner Community School District Improvement/Progress Report Form

Principle 4: Procedural Safeguards

Present levels: (Statement of present levels of performance that resulted in area of non-compliance) **Steering Committee Self-Assessment Summary**

24:05:30:16:01 Transfer of parental rights. The steering committee noted that secondary transition students and their parents will need to participate in the transfer of rights at least one year prior to the student's 18th birthday. This needs to be the responsibility of the whole team. Additional information may be found in areas out of compliance under Principle 3.

Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families. All secondary transition students and their parents will participate in the transfer of rights at least one year prior to the student's 18th birthday.

Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. (Multiple goals may be identified for each principle. Please complete a new sheet for each goal.) The secondary transition students and their parents will be invited to address the transfer of rights to the students when they reach age eighteen.

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Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	Timeline for Completion	Person(s) Responsible	6 month progress Record date objective is met	12 month progress Record date objective is met
1. What will the district do to improve? The special education staff will track all students who are near the age of majority and prepare for the meeting. What data will be given to OSE to verify this objective? A copy of a checklist with the students' names that have participated will be submitted.	Per Semester	SPED Coordinator & Case Managers	Not Met	Met 11/8/04

Please explain the data (6 month)

Improvement Strategies

- 1. By September 30, 2003, all staff will be in-serviced by the special education coordinator on the transfer of student rights and the content of rights.
- 2. By May 2003 and ongoing, the staff will track the student's birthdays to be certain the 18 year olds are receiving pertinent information about their rights.
- 3. By May 2003 and ongoing, the secondary transition students will be instructed in the content of their rights and the responsibilities as a young adult when they reach the age of eighteen.

Please explain the data (12 month)

The checklist of students turning 18 years old since September 30, 2003 is being submitted.

2. What will the district do to improve? By May 2003, 100% of secondary transition students will have been instructed in self-advocacy and in all phases of their IEP.		SPED	Not Met	Met 11/8/04
What data will be given to OSE to verify this objective? A copy of a checklist with the students' names that have participated will be submitted.	Per Semester	Coordinator & Case Managers		

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Please explain the data (6 month)

Improvement Strategies

- 1. By August 30, 2002, the students will be in-serviced by the special education coordinator in the area of self-advocacy, which includes the transfer of parental rights when the student reaches age 18.
- 2. By August 30, 2002, the special education staff will be in-serviced by the special education coordinator in the area of procedural safeguards, which includes the transfer of parental rights when the student reaches age 18.
- 3. By May 2003 and ongoing, 100% of the students who should have the information regarding the transfer of parental rights will have it documented in their IEPs.

Please explain the data (12 month)

The 6-12 SPED Tracking Table is being submitted.

3. What will the district do to improve? The special education coordinator/staff will track the transfer of rights 1 year prior to the student turning 18 years old.		SPED Coordinator	Not Met	Met 11/8/04
What data will be given to OSE to verify this objective? A copy of a checklist with the students' names that have participated will be submitted.	Per Semester	& Case Managers		

Please explain the data (6 month)

Improvement Strategies

- 4. By September 30, 2003, all staff will be in-serviced by the special education coordinator on the transfer of student rights and the content of rights.
- 5. By May 2003 and ongoing, the staff will track the student's birthdays to be certain the 18 year olds are receiving pertinent information about their rights.
- 6. By May 2003 and ongoing, the secondary transition students will be instructed in the content of their rights and the responsibilities as a young adult when they reach the age of eighteen.

Please explain the data (12 month)

The checklist of students turning 18 years old since September 30, 2003 is being submitted.

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Present levels: (Statement of present levels of performance that resulted in area of non-compliance) **Steering Committee Self-Assessment Summary**

24:05:30:16:01 Transfer of parental rights. The steering committee noted that secondary transition students and their parents will need to participate in the transfer of rights at least one year prior to the student's 18th birthday. This needs to be the responsibility of the whole team. Additional information may be found in areas out of compliance under Principle 3.

Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families. All secondary transition students and their parents will participate in the transfer of rights at least one year prior to the student's 18th birthday.

Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. (Multiple goals may be identified for each principle. Please complete a new sheet for each goal.) The three-year reevaluation time period and the 25 school day evaluation period will be adhered to along with the transition evaluation as a vital part of the evaluations conducted.

Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	Timeline for Completion	Person(s) Responsible	6 month progress Record date objective is met	12 month progress Record date objective is met
1. What will the district do to improve? The secondary teaching staff will track the students to be certain all reevaluations and time periods are enforced.	Per Semester	SPED Coordinator	Not Met	Met 11/8/04
What data will be given to OSE to verify this objective? A summary of spot checks will be submitted to indicate the # and %.		& Case Managers		

Closed: 11/8/04

Please explain the data (6 month)

Improvement Strategies

- 7. By September 30, 2003, all staff will be in-serviced by the special education coordinator on the transfer of student rights and the content of rights.
- 8. By May 2003 and ongoing, the staff will track the student's birthdays to be certain the 18 year olds are receiving pertinent information about their rights.
- 9. By May 2003 and ongoing, the secondary transition students will be instructed in the content of their rights and the responsibilities as a young adult when they reach the age of eighteen.

Please explain the data (12 month)

The checklist of students turning 18 years old since September 30, 2003 is being submitted. See attached summary with %.

2. What will the district do to improve? By May 2003, 100% of secondary transition students will have tracked and the transfer of rights, content of rights and guardianship will have been addressed in the student's IEP.	Per Semester	SPED Coordinator & Case Managers	Not Met	Met 11/8/04
What data will be given to OSE to verify this objective? A summary of spot checks will be submitted to indicate the # and %.				

Please explain the data (6 month)

Improvement Strategies

- 4. By August 30, 2002, the students will be in-serviced by the special education coordinator in the area of self-advocacy, which includes the transfer of parental rights when the student reaches age 18.
- 5. By August 30, 2002, the special education staff will be in-serviced by the special education coordinator in the area of procedural safeguards, which includes the transfer of parental rights when the student reaches age 18.
- 6. By May 2003 and ongoing, 100% of the students who should have the information regarding the transfer of parental rights will have it documented in their IEPs.

Closed: 11/8/04

Please explain the data (12 month)

The checklist of students turning 18 years old since September 30, 2003 is being submitted. See attached summary with %

3. What will the district do to improve? The special education coordinator/staff will track the transition evaluations prior to age 14.		SPED Coordinator	Not Met	Met 11/8/04
What data will be given to OSE to verify this objective? A summary of spot checks will be submitted to indicate the # and %.	Per Semester	& Case Managers		

Please explain the data (6 month)

Improvement Strategies

- 7. By August 30, 2002, the students will be in-serviced by the special education coordinator in the area of self-advocacy, which includes the transfer of parental rights when the student reaches age 18.
- 8. By August 30, 2002, the special education staff will be in-serviced by the special education coordinator in the area of procedural safeguards, which includes the transfer of parental rights when the student reaches age 18.
- 9. By May 2003 and ongoing, 100% of the students who should have the information regarding the transfer of parental rights will have it documented in their IEPs.

Please explain the data (12 month)

Patricia White Horse spot-checked 10 IEPs of students age 14 years to 16 years of age to determine whether the Transition Evaluations have been conducted. The Tracking Table will be submitted for grades 6-12.

Closed: 11/8/04

Principle 4: Procedural Safeguards

Present levels: (Statement of present levels of performance that resulted in area of non-compliance) Validation Results

24:05:30:16.01. Transfer of parental rights

24:05:27:01.03. Content of individualized education program.

The student and their parents must be informed of the transfer of parental rights one year prior to the student turning 18. In a review of 3 student records, there was no indication the student or parents were informed of the transfer of rights one year prior to the student turning age 18.

Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

All secondary transition students and their parents will participate in the transfer of parental rights at least one year prior to the student's 18th birthday.

Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. (Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)

The secondary transition students and their parents will be informed of the transfer of parental rights by notifying them 6 months prior to the student turning 17 years old.

Short Term Objectives: Include the specific measurable results that will	Timeline for	Person(s)	6 month	12 month
be accomplished and the criteria that will be used to measure the results.	Completion	Responsible	progress	progress
			Record date	Record date
			objective is met	objective is met

Closed: 11/8/04

1. What will the district do to improve? The staff will include the students in the writing of the prior notice to inform the parent/guardian of the meeting to discuss the transfer of parental rights one year prior to the student turning age 18.	Per	SPED Coordinator & Case	Not Met	Met 11/8/04	
What data will be given to OSE to verify this objective? A copy of the student's letter requesting the transfer of parental rights one year prior to the student turning age 18 will be submitted.	Semester	Managers			

Please explain the data (6 month)

Improvement Strategies

- 10. By August 30, 2002, the students will be in-serviced by the special education coordinator in the area of self-advocacy, which includes the transfer of parental rights when the student reaches age 18.
- 11. By August 30, 2002, the special education staff will be in-serviced by the special education coordinator in the area of procedural safeguards, which includes the transfer of parental rights when the student reaches age 18.
- 12. By May 2003 and ongoing, 100% of the students who should have the information regarding the transfer of parental rights will have it documented in their IEPs.

Please explain the data (12 month)

A copy of the letter for the transfer of rights to a student at the age of majority is being submitted.

2. What will the district do to improve? By May 2003, all students who will be turning age 18 will have participated in the planning of the meeting and an explanation in writing of the responsibilities that come with reaching the age of majority. What data will be given to OSE to verify this objective? A copy of a checklist with the students' names that have participated will be submitted.	Per Semester	SPED Coordinator & Case Managers	Not Met	Met 11/8/04
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Closed: 11/8/04

Please explain the data (6 month)

Improvement Strategies

- 13. By August 30, 2002, the students will be in-serviced by the special education coordinator in the area of self-advocacy, which includes the transfer of parental rights when the student reaches age 18.
- 14. By August 30, 2002, the special education staff will be in-serviced by the special education coordinator in the area of procedural safeguards, which includes the transfer of parental rights when the student reaches age 18.
- 15. By May 2003 and ongoing, 100% of the students who should have the information regarding the transfer of parental rights will have it documented in their IEPs.

Please explain the data (12 month)

The checklist of students turning 18 years old since September 30, 2003 is being submitted. See attached summary with %.

3. What will the district do to improve? The special education coordinator/staff will track the transfer of rights at the age of majority.		SPED Coordinator	Not Met	Met 11/8/04
What data will be given to OSE to verify this objective? A summary of spot checks will be submitted to indicate the # and %.	Per Semester	& Case Managers		

Please explain the data (6 month)

Improvement Strategies

- 16. By August 30, 2002, the students will be in-serviced by the special education coordinator in the area of self-advocacy, which includes the transfer of parental rights when the student reaches age 18.
- 17. By August 30, 2002, the special education staff will be in-serviced by the special education coordinator in the area of procedural safeguards, which includes the transfer of parental rights when the student reaches age 18.
- 18. By May 2003 and ongoing, 100% of the students who should have the information regarding the transfer of parental rights will have it documented in their IEPs.

Please explain the data (12 month)

A summary of spot-checks is being submitted for the transfer of rights in students' files. The special education spot-checked the files and found 10 of 10 files had the required transfer of rights noted on the IEP.

Closed: 11/8/04

Wagner Community School District Improvement/Progress Report Form

Principle 5: Individualized Education Program

Present levels: (Statement of present levels of performance that resulted in area of non-compliance)

24:05:27:01.01 IEP Team

24:05:27:02 IEP team meeting date.

The steering committee found through file reviews that general education teachers are not consistently a part of the IEP team. Sometimes one teacher attends the IEP meeting, sometimes they leave the meeting before it is over and the contents of it are made available later. The steering committee noted that the sometimes IEP meetings are held past the 30 calendar days allowed after the receipt of evaluation data.

Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

All general education teachers will be included consistently as part of the IEP placement committee team and the meetings will be held within 30 calendar days after an evaluation is completed.

Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. (Multiple goals may be identified for each principle. Please complete a new sheet for each goal.) The general education teachers will be invited to attend the IEP meetings and the documentation will be their signatures on the form.

Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	Timeline for Completion	Person(s) Responsible	6 month progress Record date objective is met	12 month progress Record date objective is met	
1. What will the district do to improve? The teachers who monitor student IEPs will document the invitations to general education teachers with the prior notice and IEP forms signed at the meetings.	Per Semester	SPED Coordinator & Case Managers	Not Met	Met 11/8/04	
What data will be given to OSE to verify this objective? The district will report the # files spot-checked and the % that had the documentation in the students' files.					

Closed: 11/8/04

Please explain the data (6 month)

Improvement Strategies

- 1. By September 30, 2002, all staff will be in-serviced by the special education coordinator regarding prior notices and the members who are required to attend, phone calls or other means of communication to the parent/guardian.
- 2. By September 30, all staff will be scheduling the IEP meetings and documenting the placement committee members who are expected to attend them.
- 3. By May 2003 and ongoing, all general education teachers and other placement committee members will be invited and expected to attend the meetings scheduled for the student with the disability.

Please explain the data (12 month)

The summary of the spot checks for the 10 of 10 files spot-checked and the 100% had the documentation in the students' files is being submitted by way of the US Postal Service.

2. What will the district do to improve? Scheduling of the meetings will be the responsibility of the special education teachers so they will include all members who are stakeholders in the lives of the students.	Per Semester	SPED Coordinator &	Not Met	Met 11/8/04
What data will be given to OSE to verify this objective? The district will report the # files spot-checked and the % that had the documentation in the students' files.		Case Managers		

Please explain the data (6 month)

Improvement Strategies

- 4. By September 30, 2002, all staff will be in-serviced by the special education coordinator regarding prior notices and the members who are required to attend, phone calls or other means of communication to the parent/guardian.
- 5. By September 30, all staff will be scheduling the IEP meetings and documenting the placement committee members who are expected to attend them.
- 6. By May 2003 and ongoing, all general education teachers and other placement committee members will be invited and expected to attend the meetings scheduled for the student with the disability.

Closed: 11/8/04

Please explain the data (12 month)

The summary of the spot checks for the 10 of 10 files spot-checked and 100% had the documentation in the students' files is being submitted by way of the US Postal Service.

3. What will the district do to improve? By May 2003, all prior notices and IEP cover pages will reflect the presence of general education teachers and their involvement in the process.	Per Semester	SPED Coordinator &	Not Met	Met 11/8/04
What data will be given to OSE to verify this objective? ? The district will report the # files spot-checked and the % that had the documentation in the students' files.		Case Managers		

Please explain the data (6 month)

Improvement Strategies

- 7. By September 30, 2002, all staff will be in-serviced by the special education coordinator regarding prior notices and the members who are required to attend, phone calls or other means of communication to the parent/guardian.
- 8. By September 30, all staff will be scheduling the IEP meetings and documenting the placement committee members who are expected to attend them.
- 9. By May 2003 and ongoing, all general education teachers and other placement committee members will be invited and expected to attend the meetings scheduled for the student with the disability.

Please explain the data (12 month)

The summary for the 10 of 10 files spot-checked and 100% had the documentation in the students' files is being submitted by way of the US Postal Service.

Closed: 11/8/04

4. What will the district do to improve? The special education coordinator/staff will track the Individual Education Programs.	On-going	SPED Coordinator	Not Met.	Met 11/8/04
What data will be given to OSE to verify this objective? SIMS report will result in checking child count to ensure that all students have all documentation needed.		& Case Managers		

Please explain the data (6 month)

Improvement Strategies

- 10. By September 30, 2002, all staff will be in-serviced by the special education coordinator regarding prior notices and the members who are required to attend, phone calls or other means of communication to the parent/guardian.
- 11. By September 30, all staff will be scheduling the IEP meetings and documenting the placement committee members who are expected to attend them.
- 12. By May 2003 and ongoing, all general education teachers and other placement committee members will be invited and expected to attend the meetings scheduled for the student with the disability.

Please explain the data (12 month)

A list of all students on an IEP with all vital information is being submitted by email for students K-12.

Principle: Individualized Education Program

Present levels: (Statement of present levels of performance that resulted in area of non-compliance) Validation Results

For each student beginning at age 14, the IEP must include a statement of the transition service needs of the student that focuses on the student's course of study. For each student beginning at age sixteen a statement of the needed transition services is required including interagency responsibilities or any needed linkages. Through interview and review of student records the review team found transition evaluation was not considered or administered for students approaching transition age in order to design an outcome oriented process which promotes movement from school to post-secondary school activities. Transition evaluation was not conducted in five student files reviewed. Transition activities were addressed but were not tied to current present levels of performance and evaluation. During interview, district staff stated they were unsure of the transition requirements and how to effectively determine and incorporate transition services into a student's program. The monitoring team recommends the district incorporate transition in service activities into the improvement planning process for district staff.

Closed: 11/8/04

Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

All students, age 14, will have a statement of Transition Service Needs included in their IEPs and all students, age 16, will have a statement of the needed transition services including interagency responsibilities and any needed linkages will be included in their IEPs.

Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. (Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)
All students, age 14; will have a statement of Transition Service Needs and students, age 16: will have a statement of needed Transition Services included in their IEPS.

Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	Timeline for Completion	Person(s) Responsible	6 month progress Record date objective is met	12 month progress Record date objective is met
1. What will the district do to improve? The staff members who monitor the IEPs of students ages 14 and 16 will track the documentation of those needed statements for transition services.	On-going	SPED Coordinator &	Not Met	Met 11/8/04
What data will be given to OSE to verify this objective? A checklist of needed transition services will be used for each student's file when checking for all documentation.		Case Managers		

Closed: 11/8/04

Please explain the data (6 month)

Improvement Strategies

- 1. By September 30, 2002, the students, age 14, will be in-serviced by the special education coordinator in the area of self-advocacy, which includes an explanation of Transition Service Needs in their IEPs.
- 2. By September 30, 2002, the students, age 16, will be in-serviced by the special education coordinator in the area of self-advocacy, which includes an explanation of the statement of needed Transition Services in their IEPs.
- 3. By September 30, 2002, the special education staff will be in-serviced by the special education coordinator in the area of Individualized Education Programs, which includes the statements of Transition Service needs when the student reaches age 14 or 16.
- 4. By September 30, 2002, all staff will be in-serviced by the special education coordinator regarding transition evaluations and functional assessments.

By May 2003 and ongoing, 100% of the students who should have the information regarding Transition Services will have it documented in their IEPs.

Please explain the data (12 month)

The 14-year-old and 16-year-old Transition Indicator and Method sheets are being submitted by way of the US Postal Service. The 6-12 SPED Tracking Table is attached to this submission by fax.

2. What will the district do to improve? By May 2003, students, ages 14 and 16, will have the statements explaining the Transition Service Needs and a statement of the needed Transition Services respectively, in their most recent IEP.	On-going	SPED Coordinator & Case Managers	Not Met.	Met 11/8/04
What data will be given to OSE to verify this objective? A checklist of Transition service Needs and the statements of needed Transition Services will be used for each student's file when checking for all documentation.				

Closed: 11/8/04

Please explain the data (6 month)

Improvement Strategies

- 5. By September 30, 2002, the students, age 14, will be in-serviced by the special education coordinator in the area of self-advocacy, which includes an explanation of Transition Service Needs in their IEPs.
- 6. By September 30, 2002, the students, age 16, will be in-serviced by the special education coordinator in the area of self-advocacy, which includes an explanation of the statement of needed Transition Services in their IEPs.
- 7. By September 30, 2002, the special education staff will be in-serviced by the special education coordinator in the area of Individualized Education Programs, which includes the statements of Transition Service needs when the student reaches age 14 or 16.
- 8. By September 30, 2002, all staff will be in-serviced by the special education coordinator regarding transition evaluations and functional assessments.

By May 2003 and ongoing, 100% of the students who should have the information regarding Transition Services will have it documented in their IEPs.

Please explain the data (12 month)

A summary of 10 of 10 files checked and 100% were completed correctly and is being submitted by way of the US Postal Service.

A. 3. What will the district do to improve? By May 2003, all students will be attending all meetings that involve them for their Transition Services. What data will be given to OSE to verify this objective? The cover page of the IEP with the signatures indicating their presence at the meeting.	Per Semester	SPED Coordinator & Case Managers	Not Met	Met 11/8/04
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Closed: 11/8/04

Please explain the data (6 month)

Improvement Strategies

- 9. By September 30, 2002, the students, age 14, will be in-serviced by the special education coordinator in the area of self-advocacy, which includes an explanation of Transition Service Needs in their IEPs.
- 10. By September 30, 2002, the students, age 16, will be in-serviced by the special education coordinator in the area of self-advocacy, which includes an explanation of the statement of needed Transition Services in their IEPs.
- 11. By September 30, 2002, the special education staff will be in-serviced by the special education coordinator in the area of Individualized Education Programs, which includes the statements of Transition Service needs when the student reaches age 14 or 16.
- 12. By September 30, 2002, all staff will be in-serviced by the special education coordinator regarding transition evaluations and functional assessments.

By May 2003 and ongoing, 100% of the students who should have the information regarding Transition Services will have it documented in their IEPs.

Please explain the data (12 month)

A copy of the cover pages is being submitted for those 14 and 16-year-old students who attended their IEP annual review by way of the US Postal Service. See attached summary with %.

4. What will the district do to improve? The special education coordinator/staff will track the Transition Service Needs. What data will be given to OSE to verify this objective? SIMS report will result in checking child count to ensure that all students have the Transition Service Needs and a statement of the needed Transition Services in their most recent IEP.	On-going	SPED Coordinator & Case Managers	Not Met	Met 11/8/04
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Closed: 11/8/04

Please explain the data (6 month)

Improvement Strategies

- 13. By September 30, 2002, the students, age 14, will be in-serviced by the special education coordinator in the area of self-advocacy, which includes an explanation of Transition Service Needs in their IEPs.
- 14. By September 30, 2002, the students, age 16, will be in-serviced by the special education coordinator in the area of self-advocacy, which includes an explanation of the statement of needed Transition Services in their IEPs.
- 15. By September 30, 2002, the special education staff will be in-serviced by the special education coordinator in the area of Individualized Education Programs, which includes the statements of Transition Service needs when the student reaches age 14 or 16.
- 16. By September 30, 2002, all staff will be in-serviced by the special education coordinator regarding transition evaluations and functional assessments.

By May 2003 and ongoing, 100% of the students who should have the information regarding Transition Services will have it documented in their IEPs.

Please explain the data (12 month)

This is ongoing and will continue to be checked by the special education teachers who write those IEPs for students 14 and 16 years of age.